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ABSTRACT

The purpose of the course on satire in the Quinmester Program is to make the student more aware of satire in literature and the other media, in order to add to his enjoyment of literature and add to his perception of human nature. The course includes the study of art, cartoons, movies, television, and editorials in addition to literature. Different techniques of satire are presented: burlesque, as in the writings of Rabelais, Swift, and the animal fables; parody, as in Pope and Ogden Nash; irony, as in O. Henry, Shakespeare, and many science fiction works; and wit, as in Chaucer, Restoration comedies, and Shaw's comedy of manners. The student is also taught to recognize the extremes of tone and intent. An 11-page list of resource materials is included. (Author/CL)

ED 064715

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

# THE ART OF SATIRE

5114.54
5115.54
5116.54
ENGLISH

CS 200006

DIVISION OF INSTRUCTION • 1971

ED 064715

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# THE ART OF SATIRE

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English

Written by Joy S. Bauer
and
Priscilla VanZandt
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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COURSE TITLE: THE ART OF SATIRE

COURSE DESCRIPTION: A study of the nature and purpose of satire: how it employs wit, humor, burlesque, parody, sarcasm, irony, or innuendo to ridicule what the artist sees as the vices and follies of man/society. Works to be studied range from those of Aristophanes to Evelyn Waugh.

I. PERFORMANCE OBJECTIVES

A. Given a description of the approaches to satire, the student will identify the key elements employed in satire, such as burlesque, parody, irony, and wit.

B. Given a specific satirical selection, students will describe the vice or folly which the author is holding up to ridicule.

C. Having read a satirical selection, the student will differentiate the essence of satire in the contrast between the matter-of-fact tone and the exaggerated subject matter.

D. Having read several examples of satire, the student will contrast Horatian and Juvenalian satire.

E. Having read several satirical selections, the student will classify the selections according to the author's technique, i.e., burlesque, parody, etc.

F. Drawing upon his experience with satire in the media, the student will deduce subject matter appropriate to satire.

G. Applying his knowledge of satirical subject matter and technique, the student will discern satire in contemporary media.

H. Using all of the skills of description, identification, differentiation and classification, the student will evaluate the use of satire in a given selection.

## II. COURSE CONTENT

### A. Rationale

Satire is one of the most original and challenging forms of literature. Some of the most prominent writers of all time -- Voltaire, Aristophanes, Shakespeare, Rabelais, and Swift -- have produced unforgettable masterpieces of satire. And, significantly, we are confronted with satire in the form of editorials, magazines, television, cartoons, and movies almost daily in our modern world. The study of satire, therefore, is both a pleasurable one, with its exaggerated, humorous configurations of life, and a necessary one, with its great potential for influencing our ideas.

In order to recognize satire, the student must be able to form a working definition of satire in all of its possible forms. In this course we will consider satire to be the process of attacking by ridicule in any medium. We will, therefore, include the study of art, cartoons, movies, television, and editorials, in addition to literature, so that the student will become aware of the pervasiveness of satire in all media. We will also present the different techniques of satire: burlesque, as in the writings of Rabelais, Swift, and the animal fables; parody, as in Pope and Ogden Nash; irony, as in O. Henry, Shakespeare, and many science fiction works; and wit, as in Chaucer, Restoration comedies, and Shaw's comedy of manners. The student should then be able to go beyond the literal, surface meaning of what he reads, sees, and hears and perceive the satirical implications, no matter in what form he finds them.

Finally, there is one more important aspect of satire of which the student should be cognizant: the extremes of tone and intent. We will help the student learn to differentiate between the light amusing Horatian satire, such as Pope's "The Rape of the Lock," and the bitter, shocking Juvenalian satire of, for example, Swift's "A Modest Proposal." Thus, the student will learn to detect the author's or speaker's motives and intentions.

Having developed this understanding of the nature of satire, the student will be more aware of satire in literature and the other media, and this awareness will add to his enjoyment of literature, as well as enhance his perception of human nature.

B. Range of subject matter

1. Definition of satire

a. Denounces abuses and evils of society

b. Attacks hypocrisy of mankind

2. Forms of satire

a. Monologues

b. Narratives

c. Poems

d. Dramas

e. History and biography

3. Degrees of satire

a. Horatian

b. Juvenalian

4. Elements of satire

a. Burlesque

(1) "Reynard the Fox"
(2) Gargantua and Pantagruel
(3) Aesop's Fables
(4) Gulliver's Travels

b. Parody

(1) "The Rape of the Lock"
(2) Ogden Nash's poems parodying other poets
(3) Joseph Andrews
(4) Brode's "Breakfast with Gerard Manley Hopkins"

c. Irony

(1) The short stories of O. Henry
(2) Brave New World
(3) Jackson's "The Lottery"
(4) Robinson's "Richard Cory," "Miniver Cheevey"

d. Wit

(1) Shaw, Candida
(2) Sheridan, The Rivals
(3) Chaucer, The Canterbury Tales
(4) Kaufman, Up the Down Staircase

e. Recognition of satire in contemporary media

(1) Television
(2) Movies
(3) Editorials
(4) Cartoons

## III. TEACHING STRATEGIES

### A. Projects

The teacher must examine both the objectives and the suggested activities and make a careful selection of materials which will accomplish the desired goals. He must also decide upon a method of organizing the course in a way which will give both the teacher and the student a logical structure through which to work. Possible ways of organizing the material of the course include:

1. Following a chronological study of the development of satire

2. Presenting briefly the major characteristics and types of satire, and following with a thematic approach (e.g., political satire, social satire, literary parodies, etc.)

3. Dividing the satire into the major types (i.e., burlesque, parody, irony, wit) and presenting each of these in separate units

Although there is not one all-inclusive text upon which the teacher may rely, we recommend the following as being especially useful in implementing the course:

1. Highet, The Anatomy of Satire

2. Johnson, A Treasury of Satire

3. Paulson, Satire: Modern Essays in Criticism

B. Lectures

1. Present a lecture on the definitive characteristics of satire, e.g., those listed below:

   a. The author names his genus.

   b. The author quotes a satiric pedigree.

   c. The author chooses a traditionally satiric subject.

   d. The author quotes an earlier satirist.

   e. The theme is concrete, personal, topical.

   f. The vocabulary is forcible and the texture varied.

   g. Typical satiric devices are used.

   h. The satiric emotion is present.

2. Present a lecture on the main types of satire: burlesque, parody, irony, wit. Illustrate with examples.

3. Present a lecture on the motives of the satirist:

   a. Personal grudges

   b. Sense of inferiority and injustice

   c. Wish to amend vice and folly

   d. Desire to make an aesthetic pattern

   e. Idealism

4. Present brief lectures on some of the major satirists as they are studied, e.g., Swift, Shaw, Voltaire, etc.

5. Present brief lectures on the historical backgrounds for some of the satirical works studied, e.g., the Greece of Aristophanes, the Restoration Period, the eighteenth-century England of Swift and Pope.

6. Present to the class samples of contemporary political cartoons from which the students will identify the meaning of the satire.

7. Present a lecture on the works of Horace and Juvenal from which the students will be able to discern the differences between the two in order to use them as a basis for classifying satire.

8. Present a brief lecture on the necessity of exaggeration in satire. Illustrate with examples of the same topic treated in two ways: one, direct social criticism; two, exaggerated for satire.

9. Present a brief lecture on the value of science fiction, especially that of a futuristic nature, as satire.

10. Present to the class paintings by Hogarth, Goya, Picasso from which they infer the satirical implications.

C. Resource personnel

1. Producers, directors, actors from satirical plays being performed locally

2. Librarians

3. Great Books discussion coordinators

4. Newspaper political cartoonists and writers

5. Editors of college and junior college satirical magazines

6. College and junior college professors of art who have expert knowledge of satirical art

7. Film producers, directors, actors from satirical movies

8. Literary critics from newspapers

9. Humor column writers from local papers, including the high school paper

10. College and junior college professors who have expert knowledge of specific areas important to satire: the Greece of Aristophanes, etc.

11. Local or visiting authors who employ satire in their writing

12. Political commentators from television and radio stations

D. Field trips

1. Films and film festivals of satirical value

2. Dramatic performances (professional and student) of satirical plays

3. Lecture series at colleges

4. Libraries

5. Art exhibits (professional and student) where works of artists known to be satirical are exhibited

6. Lectures by visiting or local figures known for their political and/or social satire

7. Museum of Science productions of science fiction works or other appropriate displays

8. Lectures given by authors known to employ satire in their works

## IV. LEARNING ACTIVITIES

A. Class activities

1. Activities for Objective A. Given a description of the approaches to satire, the student will identify the key elements employed in satire, such as burlesque, parody, irony, and wit.

a. Find at least five examples of irony in Maugham's "The Verger" (Adventures in Appreciation, Classic Edition).

b. Having read "A Slander" (Adventures in Appreciation, Olympic Edition), the student will recognize at least three ironic situations, including the final irony.

c. Having read "A Slander" (Adventures in Appreciation, Olympic Edition), the student will classify types of irony used in this story.

d. Having read Alice in Wonderland, the student will find examples of Carroll's parodies of other poems.

e. Identify as many different elements of satire as possible in Chaucer's "Prologue."

f. Describe the key elements of satire in "An Open Letter to the Mayor of New York" and "I Can't Breathe" (Literature IV).

g. Having read "Elegy on the Death of a Mad Dog" (Adventures in English Literature, Olympic Edition), recognize the irony in the last stanza of the poem.

h. Find examples of the use of irony in Bradbury's "There Will Come Soft Rains" (Something Strange, Macmillan Gateway Series).

i. Having read Johnson's "Letter to Lord Chesterfield" (Adventures in English Literature, Olympic Edition), recognize the sarcastic statements which contribute to the satire in the letter.

j. Identify key elements of satire in "A Modest Proposal" by Swift. Are there many statements in the essay that are not satirical in any way?

k. Working in small groups, prepare a list of examples of each type of satire in Orwell's 1984 or Swift's Gulliver's Travels.

l. After reading several of Aesop's Fables, interpret the elements of satire employed.

m. Apply the definitions of the key elements of satire to Bradbury's "The Watchful Poker Chip of H. Matisse" (Literature IV).

n. Having read "The Purist" (Adventures in Appreciation, Classic Edition), the student will examine the dramatic irony implicit in the last line.

o. Having read White's "Irtnog" (Adventures in Appreciation, Olympic Edition), the student will analyze White's approach to satire.

p. Distinguish between elements of satire in Max Schulman's "Love Is a Fallacy" (The Literature of America, III).

q. Analyze the elements of satire in Malarkey's "The Princess, the Knight and the Dragon" (Literature IV).

r. Specify the elements of satire used in Eudora Welty's "A Visit of Charity" (Adventures in American Literature, Classic Edition).

s. Working in small groups, interpret examples of each type of satire in Alice in Wonderland.

t. After listening to a recording of Gulliver's Travels, suggest the elements of satire used.

u. Analyze "The Tar Baby" for elements of satire. Why is it a satire while animal stories like "The Three Bears" are not?

v. Identify at least three examples of sarcasm in Candide.

w. Having read "The Duke's Children" (Adventures in Appreciation, Classic Edition), the student will discover examples of three kinds of irony (verbal, situation, and dramatic).

x. After reading Bel Kaufman's Up the Down Staircase, discover specific instances in which satire is being used to comment on the way schools are run.

y. Deduce the elements of satire in the poems of Robert Frost, especially "Fire and Ice," "Mending Wall," and "Provide, Provide" (Adventures in American Literature, Classic Edition).

z. Discover as many different elements of satire in Mark Twain's A Connecticut Yankee in King Arthur's Court as you can.

aa. Having read the introduction to Arms and the Man (Adventures in Appreciation, Classic Edition), the student will formulate hypotheses about the burlesque relationship of Shaw's play to The Aeneid.

bb. Working in groups, generalize about Shaw's expertise in the elements of satire by discovering examples of each type in one of his plays.

cc. Infer elements of satire directed toward seventeenth- and eighteenth-century England in the excerpts from Tom Jones in The English Tradition: Fiction.

dd. Having read The Screwtape Letters, the student will discuss critically at least three specific examples of sarcasm which Lewis employs.

2. Activities for Objective B. Given a specific satirical selection, students will describe the vice or folly which the author is holding up to ridicule.

a. Find the real subjects being satirized in the Fables of La Fontaine, Aesop, and "Reynard the Fox."

b. Recognize the particular vices being satirized in Leo Rosten's "An Open Letter to the Mayor of New York" (Literature IV).

c. Identify the vices or foibles being satirized in the poems of Nash, Wheelock, the Cavalier poets, and e.e. cummings.

d. Describe the actual people and events of Washington being satirized in "Interesting Customs in Washington and Other Savage Lands" (Literature IV).

e. Cite evidence in O. Henry's "The Cop and the Anthem" (The American Experience: Fiction) to show that he is or is not passing judgment on people like Soapy, on policemen or on institutions of charity.

f. Identify the factors in Marlowe's "The Passionate Shepherd to His Love" being parodied in Raleigh's "The Nymph's Reply to the Shepherd" (Adventures in English Literature, Classic Edition).

g. After reading Fitzgerald's "A Woman with a Past" (The American Experience: Fiction), find examples of snobbery in the operation of the social set described in the story. In what way is Josephine a victim of this snobbery? How is she also guilty of practicing it?

h. Identify the real objects of satire in Maugham's "The Verger" (Adventures in Appreciation, Classic Edition) or Asimov's "The Feeling of Power" (The Literature of America IV).

i. Identify the specific actions and/or ideas Swift is satirizing in "A Modest Proposal."

j. Describe the situation in the colonies that Franklin's "Rules by Which a Great Empire May Be Reduced to a Small One" (Adventures in American Literature, Classic Edition) reveals.

k. Working in groups, prepare skits from Gilbert and Sullivan's satirical works to present to the class.

l. Examine Shelley's "Ozymandias" (Adventures in English Literature, Classic Edition) to determine the traits of man being satirized.

m. Cite evidence in Walter Van Tilburg Clark's "The Portable Phonograph" (The Literature of America III) for the fact that the story shows both the best and the worst in the human spirit.

n. Examine Alice's curious versions of the poems she has been taught (Alice in Wonderland) and show how they embody the true, as opposed to the professed, values of the world in which she is growing up.

o. After viewing the films, "Mark Twain's America: Parts 1 and 2," examine the facets of American life Twain chose to satirize.

p. After viewing the film, "The Novel: Early Victorian England and Charles Dickens," read excerpts from one of his books and describe the satirical implications.

q. Find quotations in Candide which show that Voltaire uses Martin to personify an unrealistic pessimistic philosophy.

r. Find quotations in Candide which show that Voltaire uses Pangloss to personify an unrealistic optimistic philosophy.

s. Make a list of as many different objects of satire as you can in Twain's A Connecticut Yankee in King Arthur's Court.

t. Working in groups, identify as many specific attacks on particular aspects of our society in Brave New World as you can.

u. Investigate the picture of the future in Huxley's Brave New World and Bradbury's "The Pedestrian" (Adventures in American Literature, Classic Edition) to identify the real basis for their satire.

v. Gather data about the fates of at least ten of the kings listed in the last chapter of Candide in the paragraph beginning "High position is a very dangerous thing."

w. Describe the many types of people and social practices satirized in Sheridan's The Rivals, Wilde's The Importance of Being Earnest, or a chapter from Thackeray's Vanity Fair or Austen's Pride and Prejudice.

x. Interpret the many different objects of Chaucer's satire in "The Nun's Priest's Tale" and "The Pardoner's Tale."

y. Compare Bishop's "The Perforated Spirit" and Auden's "The Unknown Citizen" (The United States in Literature) as to the theme and tone of each.

z. Working in groups or individually, specify as many of the specific objects of satire in Gulliver's Travels as possible.

aa. Interpret what Frost is saying about human nature in "Mending Wall" (Adventures in American Literature, Classic Edition).

bb. After reading Shaw's Pygmalion, interpret Shaw's attitudes toward class distinctions, language, manners, etc.

cc. Compare the attitudes toward scientific "progress" expressed in Philip Wylie's "Science Has Spoiled My Supper," Eric Sevareid's "The Dark of the Moon," and C. P. Snow's "The Future of Man" (Advanced Composition: A Book of Models for Writing).

dd. Compare Al Capp's "My Well-Balanced Life on a Wooden Leg" (Introduction to Nonfiction) to Ray Bradbury's "The Watchful Poker Chip of H. Matisse" (Literature IV) as to the reaction of people to handicaps in others.

ee. Select one character from Alice in Wonderland and analyze in an essay the satire inherent in this character.

ff. Select from Gulliver's Travels a single target of Swift's satire and in an essay prove how he attacks this target throughout the book.

gg. Having read James Cozzens' "Total Stranger" (The Literature of America III,) justify the realism of having a stranger make the son more aware of his father.

hh. Compare the satirical view of the Machine Age in Dunne's "Mr. Dooley on Machinery" (Adventures in American Literature, Olympic Edition), Eiseley's "The Bird and the Machine," (Advanced Composition: A Book of Models for Writing), and Bradbury's "There Will Come Soft Rains" (Macmillan Gateway Series, Something Strange).

ii. Interpret the real basis of the satire in Bradbury's "The Watchful Poker Chip of H. Matisse" (Literature IV).

jj. Relate John Updike's "Pop Smash, Out of Echo Chamber" (People in Poetry, Macmillan Gateway Series) to records being made today.

kk. After reading H. G. Wells' "The Country of the Blind" (Rebels and Regulars, Macmillan Gateway Series), analyze life in the valley to determine what Wells is satirizing about the man who can see.

ll. After reading Dorothy Parker's "The Standard of Living" (Encounters: Themes in Literature), analyze the principal object of satire. Is it good or bad that people are never really satisfied?

mm. Compare Loren C. Eiseley's "The Bird and the Machine" (Advanced Composition: A Book of Models for Writing) to other science-oriented essays (e.g., "The Disposable Man") and justify this wide-spread view of our modern world.

nn. Compare Carl Sandburg's "Grass" to Stephen Crane's "War Is Kind" (Adventures in American Literature, Classic Edition) in their attitudes toward war.

oo. Working in groups, analyze Shaw's views of man and society by analyzing one of his plays.

pp. Analyze the double-meaning of the satire in "All Yankees Are Liars" (Adventures in English Literature, Olympic Edition). What is Knight saying about both the English and the Americans?

qq. After reading Brian Aldiss' "Who Can Replace a Man?" (Something Strange, Macmillan Gateway Series), compare it to other stories using the man-machine theme. Are they all based on the same assumptions about man and his reliance on machines?

rr. Analyze the satire in Gwendolyn Brooks' "Mrs. Small" (Adventures in American Literature, Classic Edition), including the relevance of the title. How accurately does this picture ghetto life?

ss. Read Guy Wetmore Carryl's "A Ballad" (Ideas and Patterns in Literature) a parody of Kipling's "Tommy" and compare the two poems, interpreting the objects of Carryl's parody.

tt. After listening to a recording of The School for Scandal, compare its satire of upper class society to that of Pope.

uu. Compare Orwell's 1984 to Rand's Anthem and and Huxley's Brave New World in their satiric view of the future.

vv. After viewing the film "Don Quixote," analyze in groups the relevance of the hero to today's society. Do you know of any modern Don Quixotes?

ww. After viewing the film "John Updike," relate the ideas and attitudes brought out in the film to one of his essays (e.g., "The American Man," "Superman").

xx. Compare Richard Wilbur's "A Summer Morning" (Adventures in American Literature, Classic Edition) to Edith Wharton's "Xingu" (The Literature of America III) and Pope's satirical view of upper class society. Do you know any counterparts for the characters in the story?

yy. Compare Benjamin Franklin's "Rules by Which a Great Empire May Be Reduced to a Small One" (Adventures in American Literature, Classic Edition) to Gulliver's accounts of life in England as related to the King of Brobdingnag.

zz. After reading Shaw's Candida, analyze the character of Marchbanks for its satirical effect. Is Shaw implying anything about poets in general?

aaa. Compare Capek's RUR and Huxley's Brave New World. Even though Huxley's characters are still human, how are they similar to Capek's?

bbb. After reading a Theater of the Absurd play, suggest ways in which the play is satirical of modern society.

ccc. Apply the following statement by Jonathan Swift to one of the satirical works we have studied and estimate the extent to which the satire applies to you: "Satyr is a sort of Glass, wherein Beholders do generally discover every body's Face but their Own; which is the Chief Reason for that kind Reception it meets in the World, and that so very few are offended with it." Is the statement true; i.e., did you see yourself as the subject of the satire in a work when you first read it?

ddd. After doing research on the real Shadwell and Cibber, analyze the accuracy of their satirical representations in "The Dunciad" and "Mac Flecknoe" (The Augustans).

eee. In Wallace Stevens' "The Emperor of Ice Cream" (Adventures in American Literature, Classic Edition) interpret the attitude of the people toward the death of the woman. How accurate is this portrayal?

fff. Having read The Wit and Wisdom of Snoopy, the student will infer which human follies are being held up to ridicule.

ggg. Read several essays by James Thurber and deduce Thurber's view of his society.

hhh. Discuss critically the relevance of the satire in Auden's "Musee des Beaux Arts" (Adventures in English Literature, Olympic Edition) to today's world.

iii. Deduce the real subject being satirized in Buchwald's "Mars Is Ours!" (Literature IV).

jjj. Deduce Sassoon's feelings about war in "Does It Matter?" (Encounters: Themes in Literature).

kkk. Deduce the real purpose of Twain's satire in "The Story of the Good Little Boy" (Encounters: Themes in Literature).

lll. After reading Anderson's "Lift Up Thine Eyes" (The American Experience: Fiction), discover the particular significance of the title to the satire.

mmm. After reading Stephen Crane's "War Is Kind," "The Book of Wisdom," and "Think as I Think" (Adventures in American Literature, Classic Edition), discuss critically in groups the implications in these poems that are relevant to us today.

nnn. Discuss critically the satirical view of Renaissance life in Browning's "My Last Duchess."

ooo. Propose and defend reasons why Wallace Stevens' "Disillusionment of Ten O'Clock" (Adventures in American Literature, Classic Edition), can be interpreted as a protest against conformity and a dull, unimaginative way of life.

ppp. Discuss critically Orwell's view of British imperialism in "Shooting an Elephant."

qqq. After reading Shirley Jackson's "The Lottery" (Adventures in American Literature, Classic Edition) generalize about the extent to which the story is a commentary on mankind in general.

rrr. Discuss critically the reactions of the characters in Shirley Jackson's "The Lottery" (Adventures in American Literature, Classic Edition) to the final drawing. What is the significance of Nancy's and Bill, Jr.'s laughing?

sss. Deduce from the last six paragraphs of Candide what point the author wished the reader to understand about his book.

ttt. Deduce from Twain's A Connecticut Yankee in King Arthur's Court his attitude toward man and society.

uuu. After viewing the film "Science Fiction," generalize about why this genre has been used for satirical purposes by so many writers. Why is a satirical portrayal of the future an effective way of satirizing the present?

vvv. Formulate hypotheses about the satirical meaning of Bradbury's "There Will Come Soft Rains" (Something Strange, Macmillan Gateway Series).

www. Infer from the paintings by Hogarth, Goya, and others in Adventures in English Literature, Classic Edition the specific people and actions being satirized.

xxx. Discuss critically in groups the satirical nature of the characters in Alice in Wonderland.

yyy. After reading Golding's Lord of the Flies, discuss critically in groups the negative view of the human race presented in the book. Do you agree or disagree with it?

zzz. Formulate hypotheses about Hawthorne's satirical view of life in "Dr. Heidegger's Experiment" and "The Ambitious Guest" (Adventures in American Literature, Olympic Edition).

aaaa. Discover in the poetry of Robert Frost his "dark side" - his awareness of pain, cruelty, and tragedy as an unavoidable part of living. (Adventures in American Literature, Classic Edition).

bbbb. Discuss critically the view of the world presented in Archibald MacLeish's "The End of the World" and "Eleven" (Adventures in American Literature, Classic Edition).

cccc. After listening to the recording of Edward Albee's The Zoo Story, deduce its satirical implications.

dddd. Infer Voltaire's view of man and society from Candide.

eeee. Using the following quotation from The Screwtape Letters, "She's the sort of woman who lives for others - you can always tell the others by their hunted expression," write an essay which, by inferring character qualities about she, will reveal the folly Lewis ridicules.

ffff. Discuss critically ways in which J. Alfred Prufrock is similar to the feigned speakers of Swift's and Pope's satires.

gggg. After reading Rosencrantz and Guildenstern Are Dead, deduce the purpose of life according to Stoppard's philosophy. Do you agree or disagree with it?

hhhh. After reading Waiting for Godot, propose and defend reasons why Vladimir and Estragon represent modern man.

3. Activities for Objective C. Having read a satirical selection, the student will differentiate the essence of satire in the contrast between the matter-of-fact tone and the exaggerated subject matter.

   a. Having read It's for You, Snoopy, the student will classify the exaggerated elements of subject matter which contribute to the satire of the book (e.g., Snoopy's dexterity at baseball, etc.).

   b. After reading Russell Baker's "The Disposable Man" and Lou D'Angelo's "The Gap" (Literature IV), illustrate the extent of exaggeration and distortion in these essays.

   c. Having read "The Coquette's Heart" (Adventures in English Literature, Olympic Edition), identify the exaggerations which help make the selection satirical.

   d. Examine the tone and extent of exaggeration in Buchwald's "Mars Is Ours!" (Literature IV). Are our attitudes really that smug?

   e. Having read "Going Out for a Walk" (Exploring Life through Literature), cite evidence of the exaggeration which Beerbohm uses.

   f. Recognize specific passages in Ruth McKenney's "A Loud Sneer for Our Feathered Friends" (Advanced Composition: A Book of Models for Writing), in which she is exaggerating for satirical purposes.

   g. After reading excerpts from W. S. Gilbert's satirical works, examine in small groups the contrast between the tone and the exaggeration.

h. After reading Lowell's "A Fable for Critics" (Adventures in American Literature, Olympic Edition), describe the degree of exaggeration in his descriptions of the different authors.

i. After reading the title of "Elegy on the Death of a Mad Dog" (Adventures in English Literature, Olympic Edition), identify the contrasting words in the title which give the poem away as satire.

j. Describe the tone and extent of exaggeration of Updike's "The American Man" (Literature IV).

k. Having read the following quotation from Waugh's The Loved One, "...on every anniversary...a postcard could go to Mr. Joyboy: Your little Aimee is wagging her tail in heaven tonight, thinking of you," describe the difference between the meaning and tone of the postcard's message.

l. Describe the tone of and the irony in Antony's funeral oration in Julius Caesar.

m. Having read the author's preface to The Screwtape Letters, the student will recognize at least five instances of difference between exaggerated subject matter (e.g., a file of letters from a devil) and Lewis' matter-of-fact tone.

n. Distinguish between the tone and absurdities in Bradbury's "The Watchful Poker Chip of H. Matisse" (Literature IV).

o. Analyze the extent to which Robert Benchley in "Looking Shakespeare Over" (Advanced Composition: A Book of Models for Writing) is exaggerating about Shakespeare's plays.

p. After reading Bel Kaufman's Up the Down Staircase, apply your own views of high school to estimate the extent to which she is exaggerating for a satiric effect.

q. Read G. W. Langford's "Speak Gently" and Lewis Carroll's parody of it "Speak Roughly to Your Little Boy" (Ideas and Patterns in Literature) and differentiate between the tone of each.

r. Having read "On Hygiene" (Adventures in Appreciation, Classic Edition), and the section about the Struldbruggs in Book III of Gulliver's Travels, compare the subject matter and the tone of the selections.

s. After reading Dylan Thomas' "A Visit to America" (Ideas and Patterns in Literature), estimate the extent to which he is exaggerating.

t. Differentiate between Donne's tone and his exaggeration about the character of women in his poems.

u. Having read Candide, relate at least four of the adventures of Candide and differentiate between the exaggerated subject matter and the matter-of-fact tone.

v. Compare entries from Ambrose Bierce's "The Devil's Dictionary " (Literature IV) with entries from Johnson's Dictionary as to the extent of exaggeration in each.

w. Analyze the tone of Chaucer's satire in any part of The Canterbury Tales which employs a substantial amount of exaggeration.

x. Compare the attitudes toward man expressed in Nash's "A Bas Ben Adhem" and Swift's "A Modest Proposal" (Literature IV). How much exaggeration is there in each?

y. Working in groups, interpret the extent of exaggeration in the characters in a play by Shaw.

z. Analyze Pope's "mock-heroic" technique in "The Rape of the Lock." Does the almost absurd exaggeration make the satire more or less effective?

aa. Discuss critically the accuracy and/or exaggeration in Delmore Schwartz's "The True-Blue American" (The Literature of America IV).

bb. After reading several of Browning's dramatic monologues (e.g., "My Last Duchess," "Fra Lippo Lippi," "Andrea del Sarto" in Major British Writers), discuss critically in groups the tone-exaggeration differentiation in the poems.

cc. Infer from the tone and the exaggeration in Swift's "A Modest Proposal" Swift's true feelings for the Irish people and the British government.

dd. Discuss critically the changes in the tone and the wide range of exaggeration in Gulliver's Travels.

ee. Discover the subtle exaggerations made by White in "From Sea to Shining Sea" (Adventures in American Literature, Olympic Edition). Deduce what is intended to be taken in fun and what is to be taken seriously.

ff. Read Carlyle's "Midas" and deduce the extent of his exaggeration in comparing the "Captains of Industry" to Midas.

gg. Discuss critically in small groups the contrast between the tone and the exaggerated subject matter in Voltaire's Candide.

4. Activities for Objective D. Having read a satirical selection, the student will contrast Horatian and Juvenalian satire.

a. Having read "The Crack of Doom" (Adventures in Appreciation, Classic Edition) cite evidence that this essay is an example of Horatian satire.

b. Having read "Four Poems by Martial" (Adventures in Appreciation, Classic Edition), identify the type of satire -- Horatian or Juvenalian -- Martial writes.

c. Classify Swift's "A Modest Proposal" as Horatian or Juvenalian satire.

d. Working in groups, identify the tone of Golding's satire in Lord of the Flies as Horatian or Juvenalian. Do the comments of the British officer at the end of the book soften or intensify Golding's attack on the depravity of man?

e. Contrast the authors' satirical attitude toward their heroes in "Reynard the Fox" and "Brer Rabbit." Why is "Reynard" more caustic?

f. Having read It's for You, Snoopy, and cartoons by Jules Feiffer, distinguish between the Horatian and Juvenalian satire in these works.

g. Differentiate between the Horatian and Juvenalian satire of Nash and Swift.

h. After reading selections from Horace and Juvenal, contrast the degree of satire in each.

i. Justify the opinion that Ring Lardner is a sort of "Jazz-age Juvenal."

j. Prove that selections from W. S. Gilbert are perfect examples of Horatian satire.

k. Considering the satirical science essays of Eiseley, Wylie, and Snow in Advanced Composition: A Book of Models for Writing and of Baker in Literature IV, devise a scale on which to rank them in an ascending order from most facetious to most serious in their criticisms.

l. Justify the classification of Pope's "The Rape of the Lock" as a prime example of Horatian satire in spite of its seemingly great exaggerations and elements of ridicule.

m. Interpret Sassoon's attitude toward war in "Does It Matter?" (Encounters: Themes in Literature) in Horatian-Juvenalian terms.

n. Working in small groups, compare the intensity of the satire and the differences in tone of Pope and Swift.

o. Justify the thesis that Voyage IV of Gulliver's Travels can be seen as either Horatian or Juvenalian, depending upon the interpretation of Capt. Pedro de Mendez.

p. Compare Dryden's attack on the Earl of Shaftesbury in "Absalom and Achitophel" with Swift's attack on the Duke of Marlborough in "A Satirical Elegy on the Death of a Late Famous General" (Ideas and Patterns in Literature). Which is the more savage attack?

q. After listening to excerpts from Huxley's Brave New World, estimate in groups Huxley's mood toward society in Horatian-Juvenalian terms.

r. After reading several satirical novels of the future (Anthem, 1984, Fahrenheit 451, Brave New World), differentiate among them as to the intensity of the authors' despair with the present state of man.

s. Propose and defend reasons why Bradbury's "The Watchful Poker Chip of H. Matisse" (Literature IV) could be seen as both Horatian and Juvenalian.

t. Discuss critically the tone and intensity of indignation in Franklin's "Rules by Which a Great Empire May be Reduced to a Small One" (Adventures in American Literature, Classic Edition).

u. Deduce Browning's attitude toward Wordsworth in his poem "The Lost Leader."

v. Infer Johnson's attitude toward patronage from his letter to Lord Chesterfield. (Ideas and Patterns in Literature)

w. Working in groups, reorganize the satirical incidents in Gulliver's Travels on an ascending scale from least offensive to most offensive.

x. Using Horatian-Juvenalian terms, discuss critically in small groups Voltaire's purpose and desired effect in Candide.

5. Activities for Objective E. Having read several satirical selections, the student will classify the selections according to the author's technique, i.e., burlesque, parody, etc.

a. Classify several of Aesop's Fables according to technique.

b. After listening to the recording of e.e. cummings reading his poems, classify the type of satire in his poems.

c. Describe the type of satire used in Bradbury's "The Pedestrian" (Adventures in American Literature, Olympic Edition).

d. Classify the satirical technique in Browning's dramatic monologues and in Edwin Arlington Robinson's character sketches. How are they similar?

e. Having read "A, B, and C: The Human Element in Mathematics" (Exploring Life through Literature), describe the author's technique of incorporating mathematical aspects into C's funeral.

f. Identify the main satiric technique in Franklin's "Rules by Which a Great Empire May Be Reduced to a Small One" and Poor Richard's Almanac (Adventures in American Literature, Olympic Edition).

g. In "Mr. Pickwick on the Ice" from the Pickwick Papers (Adventures in English Literature, Olympic Edition), examine Dickens' use of the mock-heroic technique.

h. Having read "Irtnog" (Adventures in Appreciation, Olympic Edition), investigate the meanings of White's proposed titles.

i. Working in groups, classify each voyage in Gulliver's Travels separately as to the dominant technique used.

j. Working in groups, select a play by Shaw and describe his satiric technique.

k. Contrast the satirical techniques of Knight in "All Yankees Are Liars," Swift in "A Modest Proposal" and Orwell in "Shooting an Elephant."

l. Compare "A Modest Proposal" and "The Vertical Negro Plan" (Literature IV) according to the authors' techniques.

m. After listening to recordings of O. Henry's stories, interpret his use of irony.

n. Discover White's attitudes toward man in "Irtnog" and Baker's attitudes in "The Disposable Man" (Literature IV) by noting the authors' techniques.

o. Compare Hans Christian Andersen's "The Emperor's New Clothes" (Rebels and Regulars, Macmillan Gateway Series) to Chaucer's tales for the tone and easy moral.

p. Contrast several of the tales of Chaucer according to the techniques used.

q. Relating one of the tales in The Canterbury Tales to its pilgrim teller, analyze Chaucer's expert use of irony.

r. In Richard Wilbur's "A Summer Morning" (Adventures in American Literature, Classic Edition) specify the satirical technique used to depict upper class society.

s. Compare Benet's "Nightmare Number Three" (Literature IV) and Baker's "The Disposable Man" (Literature IV) according to the authors' techniques.

t. Compare the techniques used in satirizing school subjects in Leacock's "A, B, and C: The Human in Mathematics" (Designs in Nonfiction) to Thurber's "University Days" (Advanced Composition).

u. Having read The Loved One, prove that the use of picturesque names is one of the techniques which Waugh uses to present his satire.

v. Compare the realistic portrayal of human foibles via animals in Animal Farm and Chaucer's "The Nun's Priest's Tale."

w. Compare the techniques of Robert Benchley and Al Capp in humorously satirizing serious aspects of life. (Introductions to Nonfiction)

x. Analyze the satirical technique of Thurber in "The Catbird Seat" (The Literature of America III), of Twain in "The Story of the Good Little Boy" (Encounters: Themes in Literature), and of Saki in several of his stories.

y. Analyze Bel Kaufman's satiric techniques in Up the Down Staircase. How would you classify the letters from the suggestion box and the interschool communications?

z. Analyze the use of irony in Chaucer's "The Pardoner's Tale" and Hawthorne's "Dr. Heidegger's Experiment" and "The Ambitious Guest" (Adventures in American Literature, Olympic Edition).

aa. Working in small groups, analyze Dreiser's use of irony in "Marriage for One" (The Literature of America III) and Asimov's use of irony in "The Feeling of Power" (The Literature of America IV).

bb. After viewing the film "Aesop's and Thurber's Fables," compare the techniques of the two and write a "fable" of your own.

cc. After reading several parodies of poems and speeches, apply a knowledge of the techniques in writing a parody of a particular poem or speech.

dd. Compare Johnson's "London" to Juvenal's "Third Satire" as to technique. Could Johnson's work be considered a parody of Juvenal's?

ee. Apply a knowledge of the technique of parody to rewrite a nursery rhyme or other well-known story.

ff. Compare the caricatures by Max Beerbohm in "Euphemia Clashthought" with those by other authors such as Chaucer, Johnson, etc.

gg. Conpare the speech about Shadwell in Dryden's "Mac Flecknoe" (The Augustans) to Antony's funeral oration in Julius Caesar by noting the effective use of irony.

hh. Apply a knowledge of satiric techniques to analyze Huxley's technique in one of his novels.

ii. Having read "Irtnog" (Adventures in Appreciation, Olympic Edition), discover the relationship between the titles of White's proposed digests and his message about people's reasons for reading.

jj. Discuss critically O. Henry's use of irony in "The Cop and the Anthem" (Adventures in American Literature, Olympic Edition).

kk. Discuss critically the different ways in which Katherine Anne Porter uses irony in "Rope" (The American Experience: Fiction).

ll. Deduce the specific satirical technique used by Crane in "War Is Kind," "The Book of Wisdom," and "Think as I Think" (Adventures in American Literature, Classic Edition).

mm. Propose reasons why Parker's "Love Song" (The United States in Literature) is a burlesque of romantic love poetry.

nn. After doing investigative reading of medieval "dragon" stories, discover ways in which Brown's "The Fifty-First Dragon" (Introductions to Nonfiction) is a parody of them.

oo. After viewing the film "Literature in America: The Short Story," discuss critically the approaches to satire and the satirical techniques of the authors presented.

pp. Propose and defend reasons why Lord of the Flies could be considered a parody of life in our society.

qq. Discuss critically in groups the satirical techniques of Goldsmith's Citizen of the World, Forster's "Notes on the English Character," and Swift's Gulliver's Travels.

rr. Working in groups, discover the dominant satirical technique in Voltaire's Candide.

6. Activities for Objective F. Drawing on his experience with satire in the media, the student will deduce subject matter appropriate to satire.

   a. After reading Benchley's "The Tooth, The Whole Tooth, and Nothing but the Tooth" (Introduction to Nonfiction), write a satirical narrative in which you describe an unpleasant experience you have had.

   b. After discussing Russell Baker's "The Disposable Man" (Literature IV) and Philip Wylie's "Science Has Spoiled My Supper" (Advanced Composition), identify another aspect of "progress" and write a satirical essay on it.

   c. Use any form -- letter, essay, editorial -- to write a satire in which you adopt an ironic mask.

   d. After the class agrees on a problem in modern society which is appropriate to satirize, small groups will each prepare and present their own satirical project (essay, cartoon, TV show, parody of literature, or story) concerning the problem.

   e. Working in small groups, prepare a skit depicting one or more of the elements of satire. Present it to the class.

f. Identify those aspects of our "assembly-line" society that make the satire in Anderson's "Lift Up Thine Eyes" realistic. (The American Experience: Fiction).

g. After reading W. H. Auden's "Law, Say the Gardeners" (Adventures in American Literature, Classic Edition), select another word, like "happiness" or "success," which might mean different things to different people, and use it in a satirical poem or essay.

h. After investigating the satire of Buchwald, write a political satire using his style.

i. Examine Anthony Brode's "Breakfast with Gerard Manley Hopkins" (Ideas and Patterns in Literature), and then select another poem with a distinctive style and write a parody of it.

j. Having read D. H. Lawrence's "The English Are So Nice" (Ideas and Patterns in Literature), select another trite word and use its repetition to satirize the Americans.

k. After listening to the recording of Spoon River Anthology, illustrate Masters' style by writing some similar character sketches of people you know.

l. Having read "The Coquette's Heart" (Adventures in English Literature, Olympic Edition), write a contemporary essay in which you describe the heart of a modern school girl.

m. After reading Jensen's "Gettysburg Address in Eisenhowese" (The Anatomy of Satire), prepare a presentation to the class of the same speech in several different speaking styles and see if the class can recognize the people being parodied.

n. After reading Russell Baker's "The Disposable Man" and Lou D'Angelo's "The Gap" (Literature IV), illustrate some aspect of modern society which seems foolish by writing a satirical monologue about it.

o. Personalize E. B. White's "Memorandum" (Advanced Composition) in your own satirical essay of "Memorandum," identifying your own tendencies to procrastinate.

p. After reading Jensen's "Gettysburg Address in Eisenhowese" (The Anatomy of Satire), use the same speech to parody the speaking style of other famous people.

q. Working in groups, prepare an Alice-in-Wonderland type of skit, substituting satirical versions of modern people.

r. After examining the selection of Light Verse in Adventures in American Literature, Olympic Edition, write a humorous satirical poem of your own.

s. After reading Jean Stafford's "Bad Character" (The Literature of America III), examine "bad characters" you know.

t. After examining Thurber's "University Days" (Advanced Composition), write an essay satirizing a particular course or teacher you have had.

u. After examining the collection of epitaphs and epigrams in People in Poetry (The Macmillan Gateway Series), compose several satirical epitaphs and/or epigrams about people you know or have heard of.

v. After reading several satirical modern poems, write a satirical poem in which you illustrate some aspect of modern society.

w. After reading Chapter XXV of Candide, "A Visit to Signor Pococurante, Venetian Nobleman," write a modern version of this story in which you illustrate a man whom nothing can please.

x. After reading Thurber's "The Secret Life of Walter Mitty," analyze the realism of the central character as compared to an average modern man.

y. Apply an understanding of Updike's technique to write a parody of his essay "The American Man" entitled "The American Woman." (Literature IV)

z. Having read Thurber's "Who and Whom" (Literature IV), apply an understanding of his technique by writing a satirical essay on another pair of frequently misused words.

aa. Estimate the accuracy of Ring Lardner's picture of society.

bb. Justify the validity of Buchwald's views in "Mars Is Ours!"

cc. Working in small groups, compare the picture of modern man in Auden's "The Unknown Citizen" to that in satirical essays such as "The Disposable Man" (Literature IV), and present a debate about whether or not this is an accurate portrayal.

dd. After reading Saroyan's "Out of Order" (Rebels and Regulars, Macmillan Gateway Series), write a satirical narrative in which you interpret an incident that occurred to you in school.

ee. Applying a knowledge of satire, draw a comic strip based on a problem which exists in the school.

ff. Contrast the subject matter in "An Open Letter to the Mayor of New York" (Literature IV) with possible subject matter for "An Open Letter to the Mayor of Miami."

gg. Interpret the tone of Forster's "Notes on the English Character" (Adventures in English Literature, Classic Edition) by writing a satirical essay entitled "Notes on the American Character."

hh. Compare Hardy's "The Man He Killed" (Encounters: Themes in Literature) to other satirical views of war and analyze why man seems incapable of stopping wars.

ii. After reading Franklin's "Rules by Which a Great Empire May Be Reduced to a Small One" (Adventures in American Literature, Classic Edition), write a satire in which you apply his method to attack a rule or action that you consider unjust.

jj. After reading Lowell's "A Fable for Critics" (Adventures in American Literature, Olympic Edition), interpret his style and compose a satirical critique of another writer.

kk. Having read analyzed excerpts from Pepys' Diary (Adventures in English Literature, Classic Edition), write a parody of it, relating modern events.

ll. After reading Gulliver's Travels, write a modern satire in which you apply the device of a voyage.

mm. Apply an understanding of irony to write a letter indirectly pointing out the absurdity of some annoying custom or practice.

nn. Compare Verna in Finney's "Of Missing Persons," (Adventures in American Literature, Olympic Edition) to other "ideal societies." What aspects of our society do all the writers of futuristic-society satires agree should be changed?

oo. After analyzing several parodies of poems, select a poem and write a parody of it.

pp. Having read John Updike's "Superman" (People in Poetry, Macmillan Gateway Series), suggest a second stanza, continuing his use of the word "super" to relate things in our society.

qq. After viewing the film, "English Literature: Chaucer and the Medieval Period," justify Chaucer's portrayal of medieval life as being full of hypocrisy.

rr. After reading Rose's "Thunder on Sycamore Street" (Rebels and Regulars, Macmillan Gateway Series), write another act to the play, in which you specify assumptions about another type of person in the neighborhood.

ss. Working in small groups, apply the criticisms in Swift's "An Argument against Abolishing Christianity" to our modern society.

tt. Having read Aldiss' "Who Can Replace Man" (Something Strange, Macmillan Gateway Series), suggest parallels between the actions of the machines, especially those in the cities and the actions of man in today's world.

uu. Write an imaginary scene in which a modern Gulliver tries to initiate the King of Brobdingnag into some of the mysteries of modern society. Estimate the King's reactions.

vv. After viewing the film "Literature of America: The Novel of the Twentieth Century," discriminate among the different satirical views of America presented and suggest which ones you think give the most valid comments.

ww. Write a satire in which you assume a false identity in order to satirize the sort of person you are pretending to be.

xx. After reading Parker's "Love Song" (The United States in Literature), select some traditional love poems and reformulate the last line of each stanza to achieve a satirical effect. Try to stay within the regular meter of the poem.

yy. After interpreting Browning's "My Last Duchess," compose a satirical dramatic monologue.

zz. After reading T. S. Eliot's "How Unpleasant to Meet Mr. Eliot" (Ideas and Patterns in Literature), apply his technique and write a satirical description of yourself in poetry.

aaa. After reading Pope's "The Rape of the Lock," deduce similar criticisms of today's society and write a satire of the modern "jet-set" society.

bbb. Propose and defend reasons why our society creates people like the one in "Eleanor Rigby" (People in Poetry) by Lennon-McCartney. Is this problem becoming greater, or has it always been the same?

ccc. After reading Ray Bradbury's "The Veldt" (Encounters: Themes in Literature), predict other inventions which might become part of our lives in the future.

ddd. After discussing critically several of Aesop's Fables, write an animal fable satirizing something from modern life.

eee. Parody Benchley's "attack" ("Looking Shakespeare Over," Advanced Composition), composing an essay called "Looking Television Over." Try your hand at discussing critically some of the bad programs.

fff. After reading John Betjaman's "In Westminster Abbey" (Ideas and Patterns in Literature), discuss critically the relevance of this portrayal of selfishness to us today.

ggg. After discussing critically Chaucer's character sketches in his Prologue, write a series of satirical sketches trying to include as many different types of modern people as possible.

hhh. After viewing the film, "English Literature: The Eighteenth Century," propose and defend reasons why the eighteenth century produced so much satire. Is today's society equally as conducive to satire?

iii. After viewing the film "George Bernard Shaw," discover Shaw's favorite topics for satire and synthesize this knowledge to predict what Shaw would satirize about contemporary events.

jjj. Write a parody of A Connecticut Yankee in King Arthur's Court in which a person from the future comes back to our time. Predict the traits of our society that would be satirized.

kkk. After reading Gilbert Highet's "History of the Silver Screen" (Designs in Nonfiction), choose an event in twentieth-century history and predict what it would be like in a movie. Write a description of a crucial scene from the event, as it would be filmed.

lll. Generalize in small groups about the subjects of Swift's satire if he were living today.

mmm. After reading several futuristic satires (e.g., Bradbury's "The Pedestrian," Rand's Anthem, etc.), integrate a knowledge of satiric technique with your personal view of society and predict in an essay the direction you think society will take.

nnn. Integrate an understanding of the elements of satire with technical skill in making a short Super-8 film which illustrates one or more satirical technique.

7. Activities for Objective G. Applying his knowledge of satirical subject matter and technique, the student will discern satire in contemporary media.

   a. Examine the comic strips, especially "Peanuts" and "Lil Abner" to find examples of satire.

   b. Examine the songs of the Beatles and other more contemporary singers for satirical attacks on society.

c. Using the overhead projector, present political cartoons from current newspapers in order to identify satirical subject matter and the exaggeration which makes it discernible.

d. Examine the contemporary poetry in magazines and newspapers for elements of satire.

e. Prepare a notebook in which you collect examples of contemporary satire -- editorials, cartoons, comic strips, synopses of television programs, movies, etc.

f. Having noted the cover pictures and titles of The Wit and Wisdom of Snoopy and Linus on Life, cite evidence for the fact that these books are examples of modern satire.

g. Examine current periodicals for satirical poems on war and in small groups prepare a class presentation relating them to war poems by older writers such as Carl Sandburg, Stephen Spender, Stephen Crane, etc.

h. Collect as many of the Herblock political cartoons as you can and justify his portrayals of people.

i. Observe current science fiction depicting the future on television ("Star Trek" reruns, etc.) and in movies ("2001," "Planet of the Apes," etc.) and interpret in groups their satirical implications.

j. Compare the satire in a contemporary media such as Mad Magazine to the satire of Swift.

k. Contrast caricatures found in contemporary media with those created by Chaucer as to the depth of character portrayal, accuracy, etc.

l. After analyzing several political cartoons of people like Herblock, try your hand at making some cartoons satirizing people or government practices.

m. Apply Al Capp's opinions about satire as expressed on the record "Of Humor and Satire in America" to his "Lil Abner" comic strips. Does he abide by his own statements?

n. Having read It's for You, Snoopy, discover the satire in Schultz's work on the basis of technique and subject matter.

o. Make a habit of viewing satirical television shows such as "All in the Family." Propose and defend reasons why many people are offended by it.

p. Evaluate the satire in the television program "All in the Family." Propose and defend reasons why many people are offended by it.

q. After discussing Buchwald's "Mars Is Ours!" discover other satirical views of the world situation in newspaper and television editorials.

r. Having performed for the class the one-act play, No Smoking (Adventures in World Literature), discuss critically the use of satire in Benavente's play.

s. After reading several articles from a college satirical magazine, discuss critically in small groups their use of satire as compared to that of professional writers.

8. Activities for Objective H. Using all of the skills of description, identification, differentiation and classification, the student will evaluate the use of satire in a given selection.

   a. After reading Golden's "The Vertical Negro Plan," Updike's "The American Man: What of Him?" and Swift's "A Modest Proposal" (Literature IV), examine in small groups the satire in each and prepare an evaluation of the authors' satiric techniques.

   b. Use the recordings of Mark Twain's works to evaluate the effectiveness of his satire.

   c. Use a list of excerpts from Shakespeare to investigate his use of satire.

   d. After listening to a recording of excerpts from Pope, examine the effect of his heroic couplet on his satire.

   e. Compare the character sketches of Edwin Arlington Robinson to those of Chaucer for their satirical effect.

   f. Analyze in groups the effectiveness of the satire in Lord of the Flies. Would it have been more or less effective if adults had been used instead of children?

g. After viewing Picasso's "Guernica" and the Goya series "The Horrors of War," compare the impressions given by these paintings to satirical poems or essays on war. Which is more effective?

h. Compare Masters' Spoon River character sketches to Robert Browning's dramatic monologue as to their effectiveness in self-revelation.

i. After viewing the film, "The Sense of Humor," analyze the importance of humor in satire. Is a work true satire if humor is not employed?

j. Analyze the repetition of "luck" and "lucky" in D. H. Lawrence's "The Rocking-horse Winner" (Adventures in English Literature, Classic Edition) for its satirical effect.

k. Apply a knowledge of all aspects of satire to evaluate the satire in a specific work, such as Twain's A Connecticut Yankee in King Arthur's Court, Orwell's Animal Farm, or Addison's and Steele's The Tatler and The Spectator.

l. Analyze Swift's satire in Gulliver's Travels from the standpoint of his own statement: "I have ever hated all nations, professions, and communities, and all my love is toward individuals."

m. Working in groups, compare Alice in Wonderland and Gulliver's Travels as "children's" books containing satire. Analyze each as to the necessity of recognizing the satire in order to appreciate the book.

n. Having read several satires, prove or disprove the following statement: "We never find characters in satire, only caricature."

o. After reading several modern satirical selections, prove that most modern satire follows Addison's rule: to "pass over a single foe to charge whole armies."

p. Compare the "Comedy-of-manners" techniques of Sheridan and Shaw as to their realism and effectiveness.

q. Compare the believability of Asimov's "The Feeling of Power" to other satiric portrayals of the future.

r. After reading a play by Shaw, prove that he tried to live up to his statement that: "There is no worthy pursuit but the idea of doing some good for the world."

s. Contrast Voltaire's Candide and Swift's Gulliver's Travels according to the effective use of the journey motif for satirical purposes.

t. After listening to Al Capp's record "Of Humor and Satire in America," deduce the purpose of satire as Capp sees it.

u. Having become familiar with the satirical style of James Thurber (e.g., "The Letters of James Thurber," (Adventures in American Literature, Classic Edition), propose and defend reasons for his reputation as one of the best American satirists.

v. After listening to the recording of Alice in Wonderland, discuss critically in groups why we have only recently discovered the satirical overtones of the "children's" book.

w. After viewing the film, "Sixty Years of Satire," discuss critically the role of the satirist in society. How does satire differ from straight social criticism? What is "sick" humor?

x. Generalize about the motivation of Carroll. How important do you think the satire in Alice in Wonderland was to him?

y. Propose and defend reasons for the statement that beneath his grotesquerie Swift is the "saddest and bitterest of all satirists."

z. Propose and defend reasons why generations of scholars have placed Chaucer in the category of one of the greatest writers in English literature.

aa. Synthesize all the concepts we have studied about satire and evaluate the use of satire in a specific work, such as Aristophanes' The Frogs, a novel by Dickens, Jonson's Volpone, Fielding's Tom Jones, or Byron's "A Vision of Judgment."

bb. Working in groups, propose and defend reasons for the almost universal (among critics) acclamation of Shaw as the greatest satirist of our time.

cc. After a careful reading of Gulliver's Travels, synthesize all of the satirical incidents and innuendoes into a philosophy of life for Swift.

dd. Propose and defend reasons for the importance of "Alexander Pape" and his obvious parallel to Alexander Pope in Bradbury's "The Watchful Poker Chip of H. Matisse." (Literature IV)

B. Optional activities

1. Optional activities for Objective A.

a. Working in groups, prepare a list of examples of each type of satire in Orwell's Animal Farm.

b. Investigate Don Quixote for all of the elements of satire.

c. Use a list of excerpts from Shakespeare to find elements of satire.

d. Analyze the elements of satire in D. H. Lawrence's "The Rockinghorse Winner" (Adventures in English Literature, Classic Edition).

e. Relate the definitions of each type of satire to Thomas Wolfe's You Can't Go Home Again.

f. Working in groups, prove the presence of easy type of satire in Voltaire's Candide.

g. Deduce the elements of satire in Congreve's The Way of the World.

h. Discover examples of each of the elements of satire in Byron's "A Vision of Judgment."

i. Discuss critically in small groups the elements of satire in Lucian's "Dialogues of the Gods."

2. Optional activities for Objective B.

a. Describe the subjects satirized by Saki in his stories.

b. Cite evidence for the fact that Pepe in John Steinbeck's "Flight" (Adventures in American Literature, Classic Edition), is reduced to the level of an animal.

c. After viewing the films "A Dickens Chronicle: Parts 1 and 2," identify those aspects of Victorian England satirized by Dickens.

d. Having read a novel by Charles Dickens (Oliver Twist, Hard Times, etc.), plan an oral presentation of the subjects of his satire.

e. After assimilating information on the Russian Revolution, prepare a panel discussion on its reflection in Orwell's Animal Farm.

f. Examine the poems of Stephen Spender to detect his satirical view of man.

g. Working in small groups, identify the specific types of people represented by each of the characters in Lord of the Flies. Are they a true cross-section of the human race?

h. After viewing the film "The Lower Depths," investigate the conditions in Russia at the time of the play and cite evidence for the satire in the play.

i. Identify the principal objects of Byron's satire in "A Vision of Judgment."

j. Identify the subjects being satirized in Gay's The Beggar's Opera or Butler's Erehwon.

k. Examine excerpts from Robert Bage's Hermsprong, or Man As He Is Not, and detect the satirical implications of its "Noble Savage" hero.

l. Read a chapter from Ilf and Petrov's Little Golden Calf and identify the elements of Russian society being satirized. How does it compare with our conventional views of Russian life?

m. After reading Mark Twain's "Buck Fanshaw's Funeral" (The American Experience: Fiction), interpret Twain's opinions of juries, public meetings and committees, and the language used by clergymen and Sunday-school teachers.

n. After viewing the film "Pygmalion," analyze Shaw's satire, especially that directed toward the language itself.

o. After reading excerpts from Wells' The First Men in the Moon, suggest parallels between the society of the moon and modern industrial society.

p. Interpret John Steinbeck's "Flight" (Adventures in American Literature, Classic Edition) as a satirical attack on man's prejudice.

q. Interpret the satirical portrayal of the characters in Eudora Welty's "A Visit of Charity." (Adventures in American Literature, Classic Edition)

r. Relate the last sentence of Graham Greene's "Across the Bridge" — "...it was only one more indication of a human being's capacity for self-deception, or baseless optimism that is so much more appalling than our despair" -- to the character of Calloway in the story and to the general situation of all human beings. (Adventures in English Literature, Classic Edition)

s. After listening to the recording of "The Outcasts of Poker Flat," analyze the satirical implications.

t. Interpret the satire in Alice in Wonderland in an essay entitled "Alice in Wonderland: A Satiric Fantasy on Education."

u. Working in groups, suggest parallels for each of the characters in Animal Farm.

v. Interpret the satire in Joseph Conrad's "Il Conde" (Adventures in English Literature, Classic Edition). How is this story like a prophecy?

w. After reading Bradbury's Fahrenheit 451, relate this view of totalitarianism to that of Orwell in 1984.

x. After listening to the recording of The Importance of Being Earnest, interpret Wilde's view of social distinctions.

y. Estimate the accuracy of Goldsmith's portrayal of the English in The Citizen of the World. (Adventures in English Literature, Classic Edition)

z. Interpret the foibles of man and society satirized in the Restoration comedies.

aa. Estimate the accuracy of the satire in Meredith's The Egoist as a true picture of man.

bb. Prove that an important part of the satire in Joseph Andrews is an attack on the use and misuse of language itself.

cc. In the excerpts from Tom Jones in The English Tradition: Fiction, interpret in small groups the satire directed against the English clergy.

dd. Compare Thomas Wolfe's view of American society in You Can't Go Home Again with that of Sinclair Lewis.

ee. After reading Ray Bradbury's "The Veldt" (Encounters: Themes in Literature), discuss critically the real cause of the violent cross-currents between these children and their parents. Would the vacation have lessened their conflicts?

ff. In small groups, discuss critically the relevance of Rose's "Thunder on Sycamore Street" (Rebels and Regulars) to today's social problems.

gg. Generalize from several of Donne's poems about his attitudes toward women.

hh. Infer from Forster's "Notes on the English Character" (Adventures in English Literature, Classic Edition) those traits of the English he is satirizing.

ii. Infer from E. B. White's "Walden" (Adventures in American Literature, Classic Edition) White's attitude toward the world.

jj. Discuss critically the type of people being satirized in Paul Cummins' "Advice" and Barbara Gibbs' "What You See Is Me." (People in Poetry)

kk. Discuss critically the aspects of life in Verna in Jack Finney's "Of Missing Persons" (Adventures in American Literature, Olympic Edition) that makes the narrator want to give up this world to live there.

ll. Integrate a knowledge of communism with an understanding of satire and deduce the political inferences in Orwell's Animal Farm.

mm. Discover parallels between the White Knight in Alice in Wonderland and Don Quixote.

nn. Discuss critically in small groups Huxley's use of John the Savage as a pivotal force in the satire of Brave New World.

oo. After reading Wycherly's The Country Wife and selections from the Cavalier poets, deduce the general mood of England during the Restoration Period.

pp. Propose and defend reasons why the final scenes of 1984 can be seen as a parody of religion.

qq. Formulate a hypothesis about the symbolism of Don Quixote and Sancho Panza in Cervantes' work.

rr. Synthesize Swift's satirical attacks on religion ("A Tale of a Tub," "An Argument against Abolishing Christianity," etc.) into a view of religion as Swift desires it to be.

ss. After listening to excerpts from Byron's Don Juan, discuss critically Byron's attitude toward society.

tt. Discover in a Sinclair Lewis novel his satiric review of the whole panorama of contemporary American society.

uu. After reading the excerpts from Tom Jones in The English Tradition: Fiction, discuss critically how Fielding is satirizing contemporary romances in his description of Sophia's speech and conduct.

vv. Discuss critically in groups, practices and people satirized in Aristophanes' The Frogs.

ww. Through reading excerpts from Sterne's Tristram Shandy, discover why it has been called "a novel satirizing the construction of novels."

3. Optional activities for Objective C.

a. After reading Orwell's Animal Farm, investigate in small groups the degree to which Orwell is exaggerating to achieve a satirical effect.

b. Investigate the extent to which Golding is exaggerating the "evils" of man and society in Lord of the Flies.

c. Estimate the amount of exaggeration in Swift's "A Tale of a Tub." Does the exaggeration make it unbelievable?

d. Contrast the view of the world in Congreve's The Way of the World with that in Wycherly's The Country Wife. Which author used exaggeration the most?

e. Distinguish between the devil-may-care attitude and the distortions in the subject matter in Byron's Don Juan.

f. Analyze the tone of Eliot's "The Love Song of J. Alfred Prufrock" for satiric implications.

g. Working in groups, compare Moliere's and Rabelais' attitudes to society by interpreting the extent of exaggeration in each.

h. Devise a scale on which to rank the caricatures of Chaucer, Moliere, Jonson, and others on a scale from least exaggerated to most exaggerated.

i. Discuss critically aspects of Dickens' "deadpan" style that contribute to the humor of the situations he describes in The Pickwick Papers. (The English Tradition: Fiction)

j. After reading the excerpts from Pride and Prejudice in The English Tradition: Fiction, infer the degree to which Jane Austen is exaggerating the traits of eighteenth-century England.

k. Infer Jonson's attitude toward man and society from Volpone. How much is he exaggerating about people?

l. Working in groups, propose and defend reasons for the thesis that in spite of the gross exaggerations and indecencies in Gargantua and Pantagruel, Rabelais shows a "confident faith in the wholeness and harmoniousness of man's entire nature."

4. Optional activities for Objective D.

a. Use the Horatian-Juvenalian distinction to classify Jonson's Volpone and/or the satire of Wilde.

b. Working in groups, cite evidence for the presence of both Horatian and Juvenalian satire in Joseph Andrews.

c. Classify Aristophanes' The Frogs as Horatian or Juvenalian.

d. Classify Schopenhauer's "The Art of Controversy" as Horatian or Juvenalian.

e. Describe the tone of The Beggar's Opera as either Horatian or Juvenalian.

f. Apply the classifications of Horatian and Juvenalian satire to Donne's poems and to Auden's "Epitaph on a Tyrant." (Adventures in American Literature, Classic Edition)

g. In groups, suggest ways, possibly even specific passages, in which Orwell's satire in Animal Farm can be interpreted as both Horatian and Juvenalian.

h. Analyze Byron's Don Juan and Johnson's "London" according to the Horatian-Juvenalian standards.

i. Having read parts of Wells' The First Men in the Moon, justify its classification as Juvenalian.

j. Compare the attitudes of Goldsmith's The Citizen of the World to those of Forster's "Notes on the English Character" (Adventures in English Literature, Classic Edition). Which is more critical toward the English?

k. Interpret Rabelais' Gargantua and Pantagruel as Horatian or Juvenalian.

l. Working in groups, infer the extent and intensity of Swift's attack on dogmatic Christianity from "A Tale of a Tub."

m. From the excerpts from Vanity Fair in The English Tradition: Fiction, deduce Thackeray's attitude toward the upper class.

5. Optional activities for Objective E.

a. Classify Twain's satirical technique in "Buck Fanshaw's Funeral. (The American Experience: Fiction)

b. Read several selections from Chesterton (Manalive, "The World State," "Lepanto," etc.) and classify the satire used.

c. Identify the specific satirical technique E. B. White used in "Walden." (Adventures in American Literature, Classic Edition)

d. Working in groups, examine Sheridan's technique of matching names to characters in The Rivals. (Adventures in English Literature, Classic Edition)

e. Having read excerpts from A. P. Herbert's Misleading Cases in the Common Law, examine his burlesque technique.

f. After listening to a recording of Gargantua and Pantagruel, classify Rabelais' satirical technique.

g. Analyze Melville's use of irony in "The Piazza" (Encounters: Themes in Literature). How realistic is the incident?

h. Compare Alice in Wonderland and Huckleberry Finn as to the authors' techniques in using a child's view of the adult world to achieve their satire.

i. Having read Don Quixote, interpret in groups the satirical technique used by Cervantes.

j. Analyze Wolfe's use of invective and burlesque in You Can't Go Home Again.

k. Analyze in groups Ovid's technique in The Art of Love.

l. Compare Hudibras and Don Quixote as parodies of medieval knighthood.

m. Analyze Fielding's technique in Joseph Andrews as to its mock-heroic effect.

n. Read Southey's "A Vision of Judgment" and prove that Byron's poem of the same name is a parody of it.

o. Contrast the techniques of Moliere and Jonson.

p. Discuss critically in small groups Rabelais' use of burlesque in Gargantua and Pantagruel.

q. Generalize about the effectiveness of the irony in Schopenhauer's "The Art of Controversy."

r. Deduce the main technique of satire in Wilde's The Importance of Being Earnest or Orwell's Animal Farm.

s. Having read an excerpt from Thomas Love Peacock's Headlong Hall, discover the technique he uses.

t. Discuss critically the use of irony in Veblen's The Theory of the Leisure Class and/or in France's Penguin Island.

u. Discuss critically in groups the techniques employed in Jonson's caricatures in Volpone and Chaucer's caricatures.

6. Optional activities for Objective F.

a. After reading Bel Kaufman's Up the Down Staircase, describe people you know who fit the characters in the book.

b. Working in groups or individually, prepare a satirical newspaper in the style of Addison and Steele.

c. After reading Ruth McKenney's "A Loud Sneer for Our Feathered Friends" (Advanced Composition), write a satiric essay in which you describe a sport you dislike, a camp you were forced to attend, a boring trip you took with relatives.

d. After reading Bel Kaufman's Up the Down Staircase, write a satiric description of your own school, in which you describe incidents comparable to those in the book.

e. After reading excerpts from Poor Richard's Almanac (Adventures in American Literature, Classic Edition), prepare several "pithy" satirical sayings of your own.

f. Having read David Cohn's "Moonlight and Poison Ivy" (Advanced Composition) and using several national magazines as sources for advertisements, write an essay elaborating the claims Cohn argues are fostering an installment-plan mentality in America.

g. After reading The Rivals (Adventures in English Literature, Classic Edition), write a satirical sketch in which you use malapropisms.

h. After reading J. B. Lee's "Letter from a West Texas Constituent" (Literature IV), write a satiric narrative pushing an aspect of contemporary American culture into the realm of absurdity in order to illustrate the absurdity of the actual situation.

i. Imitating the style of Erehwon, Gulliver's Travels, and others, write a satirical narrative in which you examine an imaginary place.

j. After reading McGinley's "Reactionary Essay on Applied Science" (The United States in Literature), interpret your own opinions about scientific inventions by writing a poem.

k. After reading Ayn Rand's Anthem, justify her interpretation of the future of society based on trends discernible today.

l. After analyzing Stephen Leacock's "My Financial Career" (Introduction to Nonfiction), write a satirical narrative or essay about your own first venture into an unfamiliar environment.

m. Select a satirical character from a Gilbert and Sullivan play and write an essay in which you compare him to a modern person.

n. Working in groups, suggest parallels between the society established by the boys in Lord of the Flies and our own society.

o. After reading "The Spectator Club" from The Spectator, apply a knowledge of modern society to suggest counterparts for each of the characters in the essay.

p. Justify Eliot's satirical portrayal of modern man in "The Hollow Men."

q. Specify contemporary counterparts for Huxley's characters in Brave New World.

r. Select several characters from Alice in Wonderland and relate them to modern people you know.

s. In small groups, suggest a list of people who could possibly be called modern-day Don Quixotes.

t. After reading Animal Farm, suggest parallels between the Cuban Revolution and the action in the book.

u. Estimate in groups aspects of contemporary society that Oscar Wilde would satirize if he were living today.

v. Suggest more recent developments and trends in our society that have brought us even closer to Huxley's "brave new world" than when the book was written. Do these things lessen or increase the satirical value of the book?

w. Having read excerpts from Dickens' Hard Times, relate Dickens' views of the educational system of his day to our system today. Compose a satirical essay on education.

x. After reading Waiting for Godot, prove that modern man is "waiting for Godot."

y. Having read Lord of the Flies, propose and defend reasons why man is or is not as primitive as Golding portrays him.

z. After reading Orwell's 1984, organize a debate in which you propose and defend reasons for a "Big Brother" portrayal of government and the accuracy of this view today.

aa. After reading Orwell's 1984, formulate hypotheses about which aspects of life portrayed by Orwell will indeed be part of our lives by 1984.

bb. Generalize about the conditions of modern society which led Wells to picture the future of man in terms of the Eloi and the Morlocks in The Time Machine.

cc. Select 1984, Brave New World, or Anthem as the work you consider to be the most plausible portrayal of the future, and in a paper propose and defend reasons for your choice based on your evaluation of contemporary society.

dd. Generalize in groups about the fact that Huxley and Orwell, using the same contemporary society as a basis, reach almost opposite conclusions as to the future of our society. What factors in our society justify both predictions?

ee. Read the chapters on freedom of the press (ch. 16) and freedom of speech (ch. 33) in Martin Chuzzlewit and discuss critically in groups what Dickens' views of these topics would be if he were living today.

ff. After discovering the enduring traits of Don Quixote, write a parody bringing him up to modern times.

gg. After reading Albee's The American Dream, generalize about the accuracy of his title. What is the real "American dream?"

hh. After doing investigative reading on Thoreau's Walden, formulate hypotheses concerning Thoreau's opinions about E. B. White's description of the changes that have taken place in "Walden." (Adventures in American Literature, Classic Edition)

ii. After reading Aristophanes' The Frogs, infer the topics of his satire if he were living today.

jj. After reading Thackeray's Vanity Fair, write an essay entitled "Vanity Fair 125 Years Later-Changed or Not?," in which you formulate hypotheses about the current state of affairs in upper social circles.

kk. Having discussed critically Evelyn Waugh's The Loved One, write a satirical narrative depicting another example of misplaced sentimentality.

ll. Imitate the technique of Veblen's Martian visitor, and in a satirical narrative formulate an imaginary world described from the viewpoint of a visitor from earth.

7. Optional activities for Objective G.

a. Examine current newspaper editorials and letters to the editor utilizing satire similar to that of Addison and Steele.

b. Examine in small groups satirical college magazines (e.g., Harvard's Lampoon, the University of Florida's Orange Peel, F.S.U.'s Smoke Signals) and recognize the satire in the articles.

c. In small groups relate the complete freedom with which Wycherly, Jonson, and Moliere wrote to what is happening in the modern theater.

d. Observe several futuristic satires in contemporary movies, television, etc., and formulate hypotheses about the bases for the widely different views of the future portrayed.

e. After reading several satirical articles from college satire magazines, propose and defend reasons in small groups why some of them are close to the thin line between satire and invective.

f. Discover political satire in the contemporary media that is similar to Dryden's "Absalom and Achitophel" (The Augustans).

8. Optional activities for Objective H.

a. Cite evidence for the appropriateness of Robert Burns' epithet of "Scourge of Hypocrites."

b. Compare the satires of upper-class society of either Pope and Thackeray or Wilde (The Importance of Being Earnest) and Sheridan (The Rivals).

c. Thackeray once wrote that he wanted Vanity Fair to indicate that "we are for the most part an abominably foolish and selfish people...all eager after vanities." Analyze his effectiveness in achieving his goal. (The English Tradition: Fiction)

d. After reading Barbara Garson's MacBird, apply a knowledge of satiric techniques to support or refute the charge that it "lacks the complexity of true satire," that for those who do not share the play's political stance it seems "tasteless or irrelevant or both."

e. Working in groups, compare 1984, Brave New World, and Anthem to note their overall effectiveness as political-social satires.

f. Contrast the characters in Dickens with those in Thackeray to note their realism, representation of pure good or evil, etc.

g. In groups justify the general consensus of critics that the inconsistencies and lack of order in Byron's Don Juan detract from the effectiveness of the satire.

h. After reading Rosencrantz and Guildenstern Are Dead, justify classification of this work as a satire.

i. After reading Candide, justify Voltaire's epithet of "Dynamo of Common Sense."

j. Compare the effectiveness of the satire in Rabelais' Gargantua and Pantagruel with Voyage II of Swift's Gulliver's Travels.

k. Read an excerpt from Norman Douglas' South Wind and discriminate between the strong and weak points in his satiric technique.

l. Analyze Fielding's repetitious use of "great" and "greatness" in Jonathan Wild.

m. After viewing the film "Best Sellers," generalize about the popularity of satirical works in America. Do most people really understand the satire they read? If not, why does it appeal to them?

n. Propose and defend reasons why H. G. Wells can be considered the most optimistic of all contemporary satirists.

o. After reading a novel by Sinclair Lewis, propose and defend reasons for the criticism that he failed to analyze his subject in depth.

p. Working in small groups, propose and defend reasons why Oscar Wilde does or does not deserve to be called "irresponsible."

q. After reading Lord Byron's "The Vision of Judgment," propose and defend reasons for the statement that it achieves something that no one but Byron has done: "the fusion of satire with the sense of grandeur."

r. After reading Fielding's Joseph Andrews, generalize about how consistently Fielding practiced what he preached: "I describe not men, but manners; not an individual, but a species."

V. STUDENT RESOURCES

A. State-adopted textbooks


Carlsen, G. Robert, et al. Encounters: Themes in Literature. New York: McGraw-Hill, 1967.

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Perrine, Laurence, et al. Adventures in Appreciation. Classic Edition. New York: Harcourt, Brace and World, 1968.

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Baum, Alice C. Designs in Nonfiction. New York: Macmillan, 1968.

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B. Non-state-adopted supplementary materials

1. Textbooks

Kitzhaber, Albert, et al. Literature IV. New York: Holt, Rinehart and Winston, 1969.

Smiley, Marjorie, et al. People in Poetry. The Gateway Series. New York: Macmillan, 1969.

_____. Rebels and Regulars. The Gateway Series. New York: Macmillan, 1969.

_____. Something Strange. The Gateway Series. New York: Macmillan, 1969.

Jacobs, Leland and Root, Shelton. Ideas in Literature, Book III; Dimensions. Columbus, Ohio: Charles E. Merrill Books, 1966.

Arscott, John R., et al. Introduction to Nonfiction. Wichita: University Press, 1965.

Knapp, Edgar and Leary, William. Ideas and Patterns in Literature: IV. New York: Harcourt, Brace and World, 1970.

2. Paperbacks


Armour, Richard. Armoury of Light Verse. New York: McGraw, 1962.

_____. Classics Reclassified. New York: McGraw, 1960.

Aristophanes. The Frogs and Other Plays. New York: Penguin, 1964.

Aesop. Fables. New York: Penguin, 1964.

Asimov, Issac. Martian Way and Other Stories. New York: Fawcett World, 1969.

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Congreve, William. The Way of the World. New York: Appleton, nd.

Dickens, Charles. Hard Times. New York: Fawcett World, 1969.

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Melville, Herman. Billy Budd and the Piazza Tales. New York: Doubleday, 1961.

Lewis, C. S. The Screwtape Letters. New York: Macmillan, 1970.

Sheridan, Richard. Six Plays. New York: Hill and Wang, 1966

Albee, Edward. The American Dream and The Zoo Story. New York: New American Library, 1961.

Anderson, Sherwood. Portable Sherwood Anderson. New York: Viking, 1949.

3. Media resources

Cassettes

Ogden Nash. PM62CX. Listening Library.

The Man of La Mancha. DR132CX. Listening Library.

The Topical Folk Song. Motivational Programming Corporation.

The School for Scandal. DR108CX. Listening Library.

Filmstrips

The School for Scandal. DR111EX.

The Love Song of J. Alfred Prufrock. PM28FX. Listening Library.

HMS Pinafore. DRM5FX. Listening Library.

Records

Chaucer: Readings from The Canterbury Tales. LCR-62-1278. Scholastic Record.

The Daemon Lover and The Lottery. LCR-63-270. Scholastic Record.

Don Quixote. LCR-66-926. Scholastic Record.

Hilaire Belloc. PM3. Listening Library.

Jeeves by P. G. Wodehouse. SS108. Listening Library.

Parkinson's Law. EC36. Listening Library.

The Rape of the Lock. PC118. Listening Library.

The Rivals. DR105. Listening Library.

The Secret Life of Walter Mitty. SS94. Listening Library.

The Wit and Wisdom of Will Rogers. EC43. Listening Library.

The World of James Thurber. SS91. Listening Library.

See also materials under teacher resources.

## VI. TEACHER RESOURCES

### A. Textbooks

See books listed under student resources.

### B. Professional books and periodicals


Bluefarb, Sam. "Bernard Malamud: The Scope of Caricature." English Journal. LIII, v: 319-326.

Booth, T. Y. "Consider George Meredith." English Journal. LV, vi: 690-694.

Burke, Kenneth. The Philosophy of Literary Form. Baton Rouge, La.: LSU Press, 1941.

Elliott, Robert C. The Power of Satire: Magic, Ritual, Art. Princeton, N.J.: Princeton University Press, 1960.

Ellis, James. "The Allusions in 'The Secret Life of Walter Mitty.'" English Journal. LIV, iv: 310-313.

Feinberg, Leonard. Introduction to Satire. Des Moines, Iowa: Iowa State University, 1967.

Greenblatt, Stephen J. Three Modern Satirists: Waugh, Orwell and Huxley. New Haven: Yale University Press, 1965.

Gulbin, Suzanne. "Parallels and Contrasts in Lord of the Flies and Animal Farm." English Journal. LXV, i: 86-88.

Hall, Ernest J. Satirical Element in the American Novel. New York: Haskell, 1970.

Hodgart, Matther. Satire. New York: Macmillan, 1969.

Johnson, Edgar. A Treasury of Satire. New York: Simon and Schuster, 1945.

Kernan, Alvin B. Modern Satire. New York: Harcourt, Brace and World, nd.

Keskinen, Kenneth. "'Shooting an Elephant' - An Essay to Teach." English Journal. LV, vi: 669-674.

Lewis, Wyndham. Satire and Fiction. New York: Folcroft, 1927.

Leyburn, Ellen. Satiric Allegory: Mirror of Man. New Haven: Yale University Press, 1956.

Madsen, Alan L. "That Starlit Corridor." English Journal. LIII, vi: 405-412.

Nestrick, William V. "Robert Browning: The Maker-See." English Journal. LV, vi: 682-688.

Paulson, Ronald. Fictions of Satire. Baltimore: Johns Hopkins, 1967.

_____. Satire: Modern Essays in Criticism. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Pollard, Arthur. Satire. New York: Barnes and Noble, 1970.

Quintana, Ricardo. The Mind and Art of Jonathan Swift. Oxford: Oxford University Press, 1936.

Rapp, Albert. The Origins of Wit and Humor. New York: E. P. Dutton, 1951.

Rosenheim, Edward. Swift and the Satirist's Art. Chicago: University of Chicago Press, 1963.

Sacks, Sheldon. Fiction and the Shape of Belief. Berkeley: Berkeley Press, 1965.

Walker, Hugh. English Satire and Satirists. New York: Octagon, 1965.

Williams, Aubrey. Pope's Dunciad: A Study of Its Meaning. Oxford: Oxford Press, 1955.

Worcester, David. The Art of Satire. New York: Macmillan, 1960.

C. Films

1. Films available from the Dade County School Board

"Aesop's and Thurber's Fables." "This is Charles Laughton" series. 11 min. B&W. 1-12949

"A Dickens Chronicle: Parts 1 and 2" McGraw-Hill. 27 min. B&W. 1-31513 and 1-31515.

"Don Quixote." Heritage. 10 min. B&W. 1-00019.

"Pygmalion." TFC. 18 min. 1-11831.

"George Bernard Shaw." Brandon. 20 min. B&W. 1-12474.

"Mark Twain's America: Parts 1 & 2." McGraw-Hill. 30 min. and 24 min. B&W. 1-31442 and 1-31444.

2. Films available for rental from Indiana University A-V Center, Bloomington, Indiana 47401.

"Sixty Years of Satire." 29 min. B&W. CS-1293

"The Sense of Humor." 30 min. B&W. N T-1194.

"English Literature: The Eighteenth Century." 14 min. Color: KSC-200. B&W: KS-200.

"English Literature: Chaucer and the Medieval Period." 13 min. Color: KSC-198. B&W: KS-198.

"John Updike." 30 min. B&W. KS-298.

"Science Fiction." 30 min. B&W. KS-300.

"The Novel: Early Victorian England and Charles Dickens." 30 min. Color. KSC-335.

"The Lower Depths." 21 min. B&W. KS-119.

"The Literature of America: The Novel of the Twentieth Century." 23 min. Color. KSC-353.

"The Literature of America: The Short Story." 20 min. Color. KSC-227.

"Best Sellers." 29 min. B&W. CS-1292.

3. Records

"Gargantua and Pantagruel." Spoken Arts. S4RM-9016.

"The Importance of Being Earnest." Capitol. 4-00050.

"The Outcasts of Poker Flat." Folkways. FL9740A.

"Alice in Wonderland." Houghton Mifflin. 4-40060.

"Alexander Pope." Argo. RG343.

"The Best of Mark Twain." Living Language. LIT-H-1.

"Hal Holbrook in Mark Twain Tonight!" Columbia. OLO5440. (Vol. I)

"More of Hal Holbrook in Mark Twain Tonight!" Columbia. XSM-51588.

"Al Capp: Of Humor and Satire in America." Folkways. FC7353A.

"Spoon River Anthology." Columbia. XLP75572.

"O. Henry." Libraphone. A1623-1.

"e.e. cummings Reads His Poetry." Caedmon. TC-1017-A.

"Brave New World." Columbia. ML4753. Columbia Literary Series.

"Edward Albee's 'The Zoo Story'." Spoken Arts. AS808.

"The School for Scandal." Caedmon. TRS-M-305-A.

"Gulliver's Travels." Audio Book. AB-10013.